

Giving A Demonstration

A demonstration is a teaching method used with both large and small groups. Demonstrations become more effective when verbalization accompanies them. For example, in a half demonstration-half lecture, an explanation accompanies the actions performed. It is a generally accepted learning theory that the greater the degree of active participation and sensory involvement by the learner, the more effective learning will be.

Advantages (Newby, Stepich, Lehman, & Russell, 1996, p. 48)

Demonstrations....

- Utilize several senses; students can see, hear, and possibly experience an actual event
- Stimulate interest
- Present ideas and concepts more clearly
- Provide direct experiences
- Reinforce learning

Disadvantages (Kozma, Belle, Williams, 1978, p. 343)

Demonstrations...

- May fail
- May limit participation
- May limit audience/client input
- Require pre-preparation

Tips: (Chernoff, 1994, p. 17-20)

1. Know your audience

- How much experience or knowledge do they have?
- Are you teaching them a new technique or sharing basic information?

2. Set your objectives

- Review your lesson plan for your objectives
- What do you expect the learner to be able to do following your demonstration?

3. Plan your preparation time

- Plan for the time it takes to shop for groceries and to prepare props
- Make a list of ingredients, utensils, or props needed
- Test equipment, recipes, methods etc. ahead of time

4. Plan your recipes/activities

- Choose uncomplicated recipes with few ingredients
- Consider the amount of pre-preparation required
- Be aware of the cost of ingredients
- Do you need a full recipe? How long does it take?
- Do you need to prepare a recipe in advance?
- Practice recipe or activity



Source: Training Curriculum, Family Nutrition Program, Purdue University Cooperative Extension, 2001.

5. Involve your audience/client

Ask for a volunteer to stir, chop, and assist with other preparation
Involve the audience in activities or demonstrations where possible

6. Be prepared for various room arrangements

Do you need an electric skillet? Burner? Extension Cord?
You may need to be flexible, go prepared for a variety of settings
Exclude distractions (close the door, turn off the radio/TV)

7. Help your audience/client to see what you are doing

Use trays and clear containers
Arrange the room so everyone can see (If a large group, may need to be in a semicircle.)
Face your audience as much as possible

8. Provide handouts to support what you say

Typed copies of recipes used
USDA Better Living Series or Ohio State How-tos
Review the key points of the demonstration



9. Be organized

Have everything for one recipe on a single tray
Place ingredients in a logical order and label (name, quantity)
Work in one direction
Dovetail various tasks
Plan for serving procedure & clean up (serving utensils, dish cloths, waste containers, etc.)

10. Follow food safety precautions

Remind participants to wash hands before handling food
Keep foods out of the Danger Zone

Demonstrations are an effective method for teaching concepts and problem-solving procedures. A good demonstration should lead to increased attentiveness, learning, and performance.

References:

Chernoff, Ronni. (1994) *Communicating as Professionals* (pp. 17-20). The American Dietetics Association.

Kozma, Robert B., Belle, Lawrence W., And Williams, George W. (1978). *Methods of Teaching. Schooling, Teaching and Learning American Education.* (pp. 210-211). St. Louis, Missouri: C.V. Mosby Co.

Newby, Timothy J., Stepich, Donald A., Lehman, James D., Russell, James D., (1996). *Introduction to Instructional Technology, Instructional Technology for Teaching and Learning* (pp. 48). Englewood Cliffs, New Jersey: Educational Technology Publications.



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